1.5 Gender Differences in Educational Achievement: 10-minute Pack

AQA 7192 · about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Use sociological terms where appropriate.

1 State one finding from sociology research about 'laddish' or anti-school subcultures and their relationship to boys' educational underachievement.

(Total for Question 1 is 2 marks)

2 Explain two ways in which school assessment methods have been argued to advantage girls and help explain their improved GCSE outcomes.

(Total for Question 2 is 4 marks)

3 Define what sociologists mean by 'gender differences in educational achievement' in the context of UK secondary schools.

(Total for Question 3 is 2 marks)

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Mark scheme · 1.5 Gender Differences in Educational Achievement: 10-minute Pack

Question 1

identifies a finding, e.g. researchers such as Mac an Ghaill and Epstein found that some boys adopt laddish attitudes that devalue schoolwork **B1**

brief development, e.g. this can lead to lower effort and poorer results among boys in those groups **B1**

Answer: Researchers such as Mac an Ghaill and Epstein found some boys adopt laddish attitudes that devalue schoolwork, which can lead to lower effort and poorer results among those boys.

Question 2

identifies one way, e.g. increased use of coursework and continuous assessment **B1**

explains how it advantages girls, e.g. girls often organised and compliant, performing well in coursework tasks **B1**

identifies second way, e.g. changes to GCSEs and the rise of vocational and communicative subjects **B1**

explains how it advantages girls, e.g. subjects with assessment styles favouring verbal and written skills play to girls strengths **B1**

Answer: The increased use of coursework and continuous assessment advantages girls because they tend to be more organised and compliant, doing well in coursework. Changes to GCSEs and growth of subjects that reward verbal and written skills also advantage girls, as these assessment styles often play to girls strengths.

Question 3

identifies that it refers to the measurable differences in attainment between boys and girls in education, for example exam results **B1**

development, e.g. could mention differences at GCSE level, subject choice patterns or progression to higher education **B1**

Answer: Differences in measurable attainment between boys and girls in education, for example at GCSE, including subject choices and rates of progression to further or higher education.

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